



Geography Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	Nov 2020	
To be reviewed		

Introduction

Geography at Queniborough Primary School prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

From the moment we are born, it is our instinct to begin to explore our world around us with all our senses.

At Queniborough we feel it is important to nurture and encourage this natural curiosity, to shape and direct it, to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. We aim to instil a sense of environmental responsibility and encourage children to understand environmental issues at a local and global level. We ensure our children have an understanding of their physical and human geography starting with their school in Queniborough before finding out about Leicestershire, the UK, Europe and the World, so all children can take an active part in contributing to and protecting this world as they grow up.

Aims and objectives

It is our intent for the Geography element of Queniborough School's curriculum to inspire pupils with a curiosity and fascination about Queniborough, the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about Queniborough and diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence, have practical experiences of geography and to have an understanding and the necessary skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of teaching geography at Queniborough Primary School are:

- To inspire pupils' curiosity to discover more about where they live, Queniborough, and the world
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.

Teaching and Learning

Queniborough Primary School follows the 2014 National Curriculum for Geography. There is a Geography Policy, Coordinator Overview, Year Group Medium Term Plans and Knowledge Organisers that outline how the National Curriculum is to be taught and organised into Year Groups. This organisation will ensure high standards of teaching and learning. Geography is taught in topics throughout the year, so that children can achieve depth in their learning and progression across the school can be identified. Teachers use a range of teaching techniques to deliver the curriculum, depending on the unit being taught and the age and interest of the class to ensure learning is engaging, broad and balanced. Teachers' judgement is used to decide how to teach geography be that weekly or blocking units. 1 hour of geography per week for half of the school year is the expectation, this amounts to 19 hours of geography per year. Cross curricular opportunities are specifically planned for, and outlined in the knowledge organisers. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

Inclusion

At Queniborough C.E Primary School we teach geography to all children whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children.

Equal Opportunities

It is the responsibility of all teachers at Queniborough C.E Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual

orientation, and disability are given full access to the geography curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Assessment and Recording

We assess children's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work the teacher marks the work and comments as necessary, according to the marking and feedback policy. Reports to parents are completed during the academic year when indicators are made about the individual's progress in this area of the curriculum. Outcomes are judged against the National Curriculum using the Subject Coordinator Overview, Year Group Medium Term Plans and Knowledge Organisers. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.

Monitoring and review

The geography coordinator will measure the impact of the curriculum through the following methods:

- Interviewing pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work, share ideas and pedagogy.
- Annual reporting of standards across the curriculum.
- Book scrutinies.
- Learning walks.
- Teacher's summative assessment.
- Teacher's assessment of topic vocabulary before and after the unit is taught.

This policy document will be reviewed every 12 months to assess its value as a working document.